

Purpose: In order to **improve test performance** students can follow a set procedure for studying, taking and reviewing.

I. How to Study for a Test

- A. The first thing a student should do is find out all the **information about a test** you can, such as:
 - 1. **Date of the test, kind of test**, is it open book?
 - 2. **What** is going to be **covered** on the **test**? What chapters? What notes? What filmstrips? Etc.?
 - 3. **Types of questions** on test; multiple choice, essay, completion.
 - 4. **Number of questions** and point value of each.
 - 5. **Ask the teacher to tell you anything** he/she **will**, even questions if they will.
 - 6. **How much time** will be **allowed** to **take** the test.
 - 7. **How important** to a **grade** is the test.
- B. **Determine** how much **time** will be **needed** to study and decide **when** you are going **to study**.
- C. The best way to **study notes** is to study them **everyday** after you **take them** to make sure you understand them.
- D. **Organize all the materials** you have from the areas you are **being tested on**; such as worksheets, questions on sections or chapters, notes, etc.
- E. **Do not** try and do all of your **studying** in **one sitting**; distribute your study.
- F. **Go back** to the **book**, see if you can **answer** section or **chapter questions** without the use of the book.
- G. Use **worksheets** by **covering up** the **answers** and trying to **answer them**, **check immediately** to see if you are **correct**; if not **study** this area now.
- H. Go through the **test** and **skim heading** and **topic sentences**.
- I. Make a **list** of **all vocabulary** words and see if you can **define** them.
- J. **Make up** your own **questions**, think about **what** you think **will be on the test**, what is more important, what isn't.
- K. When given **essay questions** in advance, **write out your answers in advance** and put your answer in your head.
- L. If possible, get together with a **classmate** to **study**; **quiz each other**, help each other.

II. How to Take a Test

- A. The first thing a student should do is **take a look at the overall test.**
 - 1. Some **parts will take more time**, have more point value. **Distribute your time.**
 - 2. **Start with the part of the test you want to start with.** You don't have to start at the beginning of the test.
- B. **Read directions carefully. Underline key words** in directions. Don't continue if there is any **doubt** in your mind about directions. **Ask the teacher** for an explanation.
- C. For **matching** test items, the student should **begin** with the **first item** in the **left column** and **scan the right column** for the correct **answer**. The student should **write the answer only** when they are **absolutely sure** it is **correct**. After you use an **answer from Column B** draw a line through it.
- D. For **multiple choice** items:
 - 1. **Read the question** and **formulate an answer before looking** at the actual **answers**.
 - 2. When reading the answers for the multiple choice question, first **put a line through** all obviously **inappropriate answers**.
 - 3. **Many times** on multiple choice tests, the **longest answer** is the **correct answer**, but not always; be careful with this.
 - 4. Remember such **clues** as, if "**an**" is used, the next word must begin with a **vowel**, or if "**a**" is used, the word must begin with a **consonant**.
 - 5. Remember that if you **can't answer a question**, to **wait**; some **other questions** may help you answer it later.
- E. For **true/false** items:
 - 1. Be **careful for absolutes** such as **all, never and always**.
 - 2. **Look at all parts** of a **true/false question or statement**. **All of it must be true** for the **answer to be true**, where **only part of it has to be false** to be a **false answer**.
- F. For **essay** items:
 - 1. For a total essay test, a student must **break down point values** for **each essay** and **time they will allow** to do **each question**.
 - 2. **Develop a rough outline** on paper or in mind as to **what you want to write**, before you do anything else.
 - 3. Once you have an outline on paper, begin to **write using your outline** as a guide.
 - 4. **Do not write garbage**; you're **wasting your time** and the teachers.

III. Reviewing a Test Before Turning It In

- A. As you take a test, if you **don't answer** a question, **circle** the **number** or put a **check** by it.
- B. You may want to **put a question mark** by questions you **weren't positive** on.
- C. If you have a **page** where you are **absolutely sure** of your **answers**, put an **"X"** at the bottom so you won't have to review this page at all.
- D. If there is **time**, **reread** the **entire test** making sure you didn't make a **careless mistake**.

IV. Reviewing a Test After It Is Corrected

- A. **Look** at the **test**; **determine** what **parts** of the **test** gave you more **difficulty**.
- B. Especially **look** at it if a **certain area of questions** gave you **trouble** and try to **remember how you studied** for that material.
- C. You can use a chart like this one to help you.

Correct Items	Incorrect Items
Information Studied	
Information Not Studied	